

# REQUIREMENTS AND CONSTRAINTS OF B.Ed., TRAINEES IN COMMUNICATIVE ENGLISH

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## ABSTRACT

*English is described as a language of modernization in the scientific era and widely used language in the Mass Media. There are several factors – linguistic, physical and psychological that affects listening, reading and writing comprehension. These influential factors were analysed in the present study by adopting the survey method in which Communicative English Requirement scale (CERS) and Constraints in communicative English check list (CCEC) tools were used to collect the relevant data from the respondents. Totally 250 samples of prospective teachers were analysed and findings predict that significant difference exists based on gender, residential locality and on branch of study.*

*Keywords: Requirements, Constraints, Communication.*

## INTRODUCTION

English as one of the world's leading language of scientific research, the present day students of our country realized that all modern information in any discipline like Science, Computers, Technology, Agriculture, Economics, Space Technology, Law, Political Science, Education and physical Education, etc. is readily available in English. It is the language of opportunities which has been broadly used in the mass media and hence it is essentially required for any teacher as it makes them highly resourceful. In the present scenario, there are several factors – linguistic, physical and psychological - that affect listening reading and writing comprehension.

The influential factors and features noted in Table 1 affect the mastery over the speaking, analysing the segments, conference skills, writing skills, reading and reference skills.

## Review of Literature

Sangeeta and Surrender Dillon (2004) studied English Language teaching in rural areas', challenges and solutions. The pathetic state of affairs in the teaching of English language in the rural areas of our country has been

described and the authors call for preparation of suitable reading material and changes in the courses and syllabi with more emphasis on the teaching of English language rather than the classics of English literature.

G.Lokanadha Reddy and Shanthakumari (2004) analysed English Language learning difficulties; Metacognitive awareness of students. Language proficiency and metacognitive abilities have bi-directional relationship from 2<sup>o</sup> level of schooling onwards. In the educational, context, language learning difficulties (LLD) emanate from Receptive phonological and Expressive (RPE) language areas due to metalog native strategic deficits. Identification of LLD and assessment of metacognitive strategic use of second language (English) learners are the two major imperatives for designing and implementing language intervention programs.

Valid and reliable teacher-made and curriculum based diagnostic tools, serve there purposes. The present study had two objectives. i) to develop diagnostic tools to identify the LLD of second language learners (English) at higher 2<sup>o</sup> level and ii) to develop metacognitive awareness questionnaires (MCAQ) and to find out the difference between LLD students and normal students in their metacognitive awareness. The study arrived at the findings that at HSC level, the students having LLD are in huge proportions and there are close links between LLD and metacognitive strategic deficits. The study underlined the

Factors	Features
Linguistic Factors	lack of language proficiency and vocabulary
Physical Factors	noisy places- not conducive to listen write and to read
Psychological Factors	lack of interest, negative attitude, impatience, and over – enthusiasm.

Table 1. The Factors and Features of English Learning

need for language intervention programs with metacognitive strategic orientation.

Rajender Kumar (2007) studied Effective Communication for a teacher in which analyses were made on exchange their feelings, experiences and thoughts through verbal and nonverbal communication. The interpersonal relationship depends upon the effectiveness of such communication. Good teachers are always good communicators. The teacher having mastery over the subject matter but poor at communication skill cannot be called a good teacher. Good classroom climate or motivation of the students is possible through the effective communication of the teacher. Successful communication transmits values, attitudes and feelings through properly chosen words. Some background in communication like concept of communication, process of communication, principles of communication, barriers of communication and methods to overcome the barriers of communication, the concept of communication technology, the various modes of communication technology, the concept of ISEP (Inner side of effective people) ISEC (Inner side of effective communication) illustrate why and how communication is a responsible task and facilitate the teacher to practice effective communication.

Chou, Ai – Lien, 2005. Analysed factors affecting the learning of English: A study of the attitudes toward and motivation for learning English as a foreign language among university students in Taiwan. The major purpose of this study was to investigate attitudes and motivations of college/university students toward learning English as a foreign language (EFL) in Taiwan. The relationship between EFL college students attitudes and motivations and their self reported English proficiency was also tested. In addition, the impact of parental encouragement and support was examined.

The data of the research was provided by a total of 285 freshman and senior year college students from Tainan and Taipei, Taiwan. The Attitudes/Motivation Test Battery (A/MTB) (Gardner, 1958, 1960) was the survey instrument used in the study. A background information and self-reported English proficiency questionnaire developed by

the researcher was also administrated to participants. Statistical analysis was employed to confirm and compare the college student attitudes and motivations to learn English a foreign language and to determine the relationships between variable of attitude and motivation, self-reported English proficiency, and parental encouragement.

The findings revealed that English students had more positive attitudes toward Americans and learning English. Senior English major students expressed more positive attitudes toward Americans and learning English and endorsed higher integrative and instrumental reason for learning English than freshman English majors. Non-English major seniors had slightly less positive attitudes toward Americans and learning English and lower integrative and instrumental motivations than freshman non-English majors. However, senior non-English major student English proficiency was higher than that of freshman non-English majors. Female college students scored significantly higher on attitudes and integrative motivation than male students. No gender difference was found on instrumental motivation.

The findings further revealed that students who had higher positive attitudes toward English learning scored higher on self-reported English proficiency. Finally, parental encouragement did influence their children's achievement and motivation in studying English. Students who perceived more parental encouragement and support got higher mean scores on attitudes toward and motivation for English learning and self-reported English proficiency.

### Need for the Study

Communication is an important feature of life in the modern world. As the world has shrunk so rapidly through the introduction of ever faster methods of technology, so the need for understandable communication is increased. Many experts and research scholars are pointing out that the communicative ability of the learners of the technical education is not satisfactory. The learners are highly inadequate in all the language skills. The present status of English in B.Ed is not up to mark. Both the teachers and students are facing several problems regarding language

acquisition. The English syllabus in B.Ed doesn't promote the four major communicative skills (Listening, speaking, reading and writing) of the students. Based on this, the investigator tries to understand the requirements of the B.Ed trainees in communicative English and the barriers in it.

## Statement of the Problem

The problem of the study is stated as "Requirements and Constraints of B.Ed trainees in communicative English".

## Operational definitions of key terms

### Requirements

Number and types of credits a student needs to obtain for degree or prerequisites for entering a course or for taking a job.

### Constraint

According to the new Oxford Thesaurus of English Dictionary year 2000 Constraint means,

- Restriction
- Hindrance
- Curb
- Hamper

### Communication

Imparting of a message not only verbally but also through body language and use of space, voice and eye contact. Exchange of meaning between people taking place either through language or non verbally and varying with different degrees of knowledge, motivation and attitudes.

## Objectives of the Study

### General Objective

The present study is to find out the "Requirements and constraints of the B.Ed trainees in communicative English".

### Specific Objectives

- To find out whether there is any significant difference in the mean scores of Requirements and constraints of the B.Ed trainees in communicative English with respect to their gender.
- To find out whether there is any significant difference in the mean scores of Requirements and constraints of the B.Ed trainees in communicative English with respect to their age.

- To find out whether there is any significant difference in the mean scores of Requirements and constraints of the B.Ed trainees in communicative English with respect to their residence.
- To find out whether there is any significant difference in the mean scores of Leadership Behaviour among the B.Ed. Trainees with respect to their branch of study.

## Hypotheses of the Study

- There is no significant difference in the mean scores of Requirements of the B.Ed trainees in communicative English with respect to their gender.
- There is no significant difference in the mean scores of Requirements of the B.Ed trainees in communicative English with respect to their age.
- There is no significant difference in the mean scores of Requirements of the B.Ed trainees in communicative English with respect to their residence.
- There is no significant difference in the mean scores of Requirements of the B.Ed trainees in communicative English with respect to their branch of study

## Method Adopted in the Present Study

Best (1989) defines the survey method as one that is concerned with the conditions or relationship that exists. Practices, that prevail views on attitudes that are held; process that, are going on; effects that are being felt; or trends that are developed.

In the present study, the investigator has employed the survey method. Survey method is a method for collecting and analysing data, obtained from large number of respondents representing a specific population collected through highly structured and detailed questionnaire or other techniques. This method is useful for developmental studies where the current problems are described, as at present.

## Population of the Study

The students of B.Ed. colleges in Tuticorin district were selected as the population of the study.

## Sample selected for the study

In this research, the method used for sample was simple random sampling; this is a method ensuring representation

of the population and avoids bias of sampling. The factors taken into consideration are gender, and residential locality, etc. A good sample must be representative of the entire population for this study. 250 samples has been collected using Simple Random Sampling technique which is mentioned in Table 2.

## Research Tools

The following tools were used to collect the relevant data from the respondents.

- Communicative English Requirement scale (CERS)
- Constraints in communicative English check list (CCEC)
- Personal Data sheet (PDS)

## Pilot Study

Pilot study was effective in facilitating the final study. It helped the investigator in understanding the problem faced, while doing the research work. The pilot study was conducted on 25 B.Ed. trainees to establish reliability and validity of the research tools used in this study and to streamline the instruction to be given for each test.

## Reliability of the Tool

Reliability is an important test of sound measurement. Two aspects of reliability viz., stability and equivalence deserve special mention. The stability aspect is concerned with securing consistent results with repeated measurements of the same person and with the same instrument. The equivalence aspects consider how much error different investigators of different samples of item beings studies may introduce. To find out the reliability of the tool, Test and Retest method were used. The reliability of the test has been calculated by using Pearson's Product Moment Correlation Coefficient formula. The value obtained was 0.81.

S.No.	Name of the College	Number of Samples
1	Dr. Sivanthi Aditanar college of Education, Tiruchendur, Thoothukudi District.	52
2	St. Joseph college of Education, Puthukulam, Thoothukudi District.	33
3	Rev. John Thomas college of education for women, Meignanapuram, Thoothukudi District.	40
4	Annamal college of Education for women, Tiruchendur Road, Thoothukudi .	64
5	V.O.C.college of Education, Palayamkottai Road, Thoothukudi.	61
Total number of samples		250

Table 2. Showing the details of the sample selected different types of B.Ed. colleges

## Validity of the Tool

Validity is the most critical criterion and it indicated the degree to which an instrument measures what it is supposed to be measure. In this investigation the tool were submitted to the panel of experts scrutinized the developed tools and their suggestion were incorporated. Thus the validity of the tool is established.

## Statistical techniques Used

The following statistics have been used for the analysis of data

- Mean
- Standard Deviation
- Student 't' test

## Analysis of Data

### Hypothesis-1

There is no significant difference in the mean scores of requirements of the B.Ed trainees in communicative English with respect to their gender.

Since the calculated 't' value (2.3478) is greater than the table value (1.96) at 0.05 level of significance (Table 3) the null hypothesis -1 with reference to gender of the B.Ed Trainees is rejected. Hence there is significance between male and female students in their mean scores requirements of communicative English. The male students have more requirements than their counterparts

### Hypothesis-2

There is no significant difference in the mean scores of requirements of the B. Ed trainees in communicative English" with respect to their age.

Since the calculated 't' value ( 0.4701) is less than the table value (1.96) at 0.05 level of significance, the null hypothesis -2 with reference to age of the B.Ed trainees is accepted (Table 4). Hence there is no significance between below the age 25 and above 25 age of students in their mean scores requirements of communicative English.

Gender	Number	Mean	SD	Value 't'	Remarks at 0.05 level
Male	56	69.4286	11.3340	2.3478	Sig
Female	194	73.4948	11.7013		

(Critical value at 0.05 level = 1.96)

Table 3. Difference between the mean scores of requirements of B.Ed. trainees in communicative English with respect to gender

Age	Number	Mean	SD	Value 't'	Remarks at 0.05 level
Below 25	207	72.7440	11.7205	0.4701	N.S
Above 25	43	71.8140	11.8209		

(Critical value at 0.05 level = 1.96)

**Table 4. Difference between the mean scores of requirements of B.Ed. Trainees in communicative English with respect to age**

### Hypothesis-3

There is no significant difference in the mean scores of requirements of the B.Ed trainees in communicative English" with respect to their residence.

Since the calculated 't' value (2.2130) is greater than the table value (1.96) at 0.05 level of significance, the null hypothesis -3 with reference to locality of residence of the B.Ed Trainees is rejected (Table 5). Hence there is significance between Rural & Urban students in their mean scores requirements of communicative English.

### Hypothesis-4

There is no significant difference in the mean scores of requirements of the B.Ed trainees in communicative English" with respect to their branch of study.

Since the calculated 't' value (2.8239) is greater than the table value (1.96) at 0.05 level of significance, the null hypothesis -4 with reference to branch of study of the B.Ed trainees is rejected (Table 6). Hence there is significance between arts and science students in their mean scores requirements of communicative English.

### Findings of the Study

- There is significant difference in the mean scores of requirements of the B.Ed trainees in communicative English" with respect to their gender.
- There is no significant difference in the mean scores of

Locality	Number	Mean	SD	Value 't'	Remarks at 0.05 level
Rural	163	71.3558	11.1601	2.2130	Sig
Urban	87	74.8851	12.4415		

(Critical value at 0.05 level = 1.96)

**Table 5. difference between the mean scores of requirements of B.Ed trainees in communicative English with respect to residential locality**

Branch	Number	Mean	SD	Value 't'	Remarks at 0.05 level
Arts	104	75.0385	11.6972	2.8239	Sig
Science	146	70.8356	11.4593		

(Critical value at 0.05 level = 1.96)

**Table 6. difference between the mean scores of requirements of B.Ed trainees in communicative English with respect to branch of study**

requirements of the B.Ed trainees in communicative English" with respect to their age.

- There is significant difference in the mean scores of requirements of the B.Ed trainees in communicative English" with respect to their residence.
- There is significant difference in the mean scores of requirements of the B.Ed trainees in communicative English" with respect to their branch of study.

### Interpretation

There is significant difference in the mean scores of Requirements of the B.Ed trainees in Communicative English with respect to their gender. Female respondents have more requirement than the male in Communicative English. This may be due to the fact that the culture, family background, lack of opportunities for social interaction and their intellectual psychological growth.

There is significant difference in the mean scores of Requirements of the B.Ed trainees in Communicative English with respect to their locality of residence. Urban students have more requirements than the rural students in Communicative English. This may be due to the fact that the urban students have lethargic behaviour and they don't recognize the importance of academic activities .similarly, Sangeeta and Surrender Dillon (2004) studied English Language teaching in rural areas challenges and solutions. The pathetic state of affairs in the teaching of English language in the rural areas of our country has been described.

There is significant difference in the mean scores of Requirements of the B.Ed trainees in Communicative English with respect to their branch of study. Arts students have more Requirements than the science students in Communicative English. This may be due to the fact that the arts students have less exposure to English and low self esteem.

### Suggestions for Further Research

The following topics are suggested for further research in this area.

- The requirements and constraints of the college learners in communicative English can be done.
- The study may be extended to the students of



engineering colleges.

- The study can be repeated with large number of samples representing all educational districts.
- Multimedia computer courseware may be developed to improve the communicative competence of the learners in English language so as to enable the learners to get mastery of language skills on the basis of their performance, speed and ability.

## Limitations of the Study

Even though every attempt has been made to make the study more precise and objectives as possible, the investigator in the present study has noted the following few limitations.

The present study was restricted to B.Ed. Trainees of Thoothukudi District.

- Even though, collecting data being a complex phenomenon, involving a variety of variables, so the study had been limited to a few selected variables such as gender, age, locality of the residence, branch of study, medium of study at school level, locality of the institution, type of the institution, type of the management, father's educational qualification, and marital status.
- The study was conducted among the B.Ed., trainees and not extended to others studying in Arts College because of various constraints.

## Conclusion

The present study reveals that the B.Ed., trainees have many requirements and constraints as the effective communication is considered to be an essential factor for the success of the teaching-learning process

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